

Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 316 Developing an Information Governance Strategy

Bulletin Description

This course prepares students to analyze the stakeholders, standards, processes, technologies, methods, and tools required to develop an effective information governance strategy.

Credit: 3 semester hours.

Course Description This course will introduce students to the major components of an Information Governance framework, to include policies, processes, compliance, and audits. The Information Governance Reference Model is used to analyze the stakeholders, standards, processes, technologies, methods, and tools required to develop an effective information governance strategy.

Prerequisite(s): None

Co-requisite(s): None

Course Objectives

As outcomes of the course, students will/will be able to:

- Identify the stakeholders, standards, processes, technologies, methods, and tools necessary to develop an information governance strategy
- Describe the information security, privacy, and compliance benefits and risks
- Develop an information governance strategy for an enterprise

Program Goals and Outcomes

The course contributes towards satisfying the following MS LIS program goal/s:

1D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.

8B. Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

Units of Instruction

Unit	Title
1	Introduction to Information Governance
2	Information Governance Principles
3	Information Risk Planning & Management
4	Strategic Planning & Best Practices for Information Governance
5	Information Governance Policy Development/Roles & Responsibilities/Communication & Training
6	Business Considerations for a Successful Information Governance Program
7	Information Governance & Legal Functions
8	Information Governance & Records and Information Management Functions
9	Information Governance & Information Technology Function
10	Maintaining an Information Governance Program & Culture of Compliance
11	Information Governance Program – Measuring & Quantifying
12	Information Governance & Change Management
13	Information Governance Advanced Concepts
14	Holiday (Thanksgiving/Easter)
15	Course Review/Reflections/Conclusions

Learning Activities

A scaffold Information Governance Project during the course of the semester will demonstrate student achievement in the Establishment of an Information Governance Program:

Assessment #1 Phase 1 (15%) | The Risk Assessment/Profile

Assessment #2 Phase 2 (15%) | The Information Governance Strategic Plan

Assessment #3 Phase 3 (20%) | The Information Governance Framework

Assessment #4 (5%) | Information Governance Technology Alignment

Assessment #5 (5%) | Information Governance Program - Final

Assessment

1. Course-Level Assessment
 - a) The scaffold Information Governance Assessment Activities are designed to reinforce all of the course objectives listed above.
2. Program-Level Assessment. The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.
 - a) Faculty-Selected Assessment. Over a four year period each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well.

Within the Developing an Information Governance Strategy course, Assessment #5 is used as a representative measure of student learning of the related program goal/s.

- b) Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight program goals. For each program goal, students write a reflection which describes the relationship of the artifact to the respective goal and their learning from the artifact.

Within the Information Governance Strategy course, the final Information Governance Strategy Project is suggested as the course artifact should students decide to use their work in this course as evidence of satisfying the related program goal/s. This is because of the scaffold nature of the project.

Grading Scheme

The course grade will be determined from the following activities. The percent in parentheses is that of the overall course grade.

- a) Midterm (15%)
- b) Individual exercises (70%)
- c) Final Exam (15%)

Bibliography

Smallwood, Robert. 2020. "Information Governance: Concepts, Strategies, and Best Practices." John Wiley & Sons, Inc. Hoboken, New Jersey.

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

- Asynchronous or synchronous Lecture
- Assigned weekly reading
- Weekly assignments (individual and group)
- Active participation in online discussions
- Research for semester-long projects (term papers, projects)
- Presentations (online or face to face)
- Academic Service-Learning projects (where appropriate)